



NOTRE DAME
CATHOLIC COLLEGE

Volume 3

Learning & Teaching



This document contains ideas to develop Learning & Teaching methods within our classrooms. They originally appeared in the Staff Weekly Bulletin.

The document brings together techniques and ideas developed by professionals and contributions from staff at Notre Dame

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Volume 3

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3 B 4 Me

A number of colleagues wanted to know about this simple, yet effective, classroom process. Students are encouraged to be more independent learners by ensuring that before they ask for help from the teacher, they have at least undertaken the following steps:

1. Student considers the task/question and tries to resolve things for themselves.
2. Student asks neighbour for assistance or works with neighbour to resolve things.
3. Student seeks advice from a classmate who has confidently completed the task or who can give a good steer about what to do.
4. When all of the above avenues have been followed, the student can then seek help from the teacher. At this point the teacher must question the student about steps 1 to 3 to ascertain if they have been followed effectively (especially Step 1).

As with all procedures, 3 B 4 Me needs to be carefully explained and reinforced throughout the year to ensure maximum impact.

Subject-specific Guidance

During the Learning and Teaching Inset, staff received copies of Subject-specific guidance. The guidance is divided into two parts, a generic section, which is included in all of subject documents, and also a subject specific section. An example from the RE guidance can be seen below.

<p>Outstanding</p> <p>Almost all pupils, including, where applicable, disabled pupils and those with special educational needs, are making rapid and sustained progress in the subject over time given their starting points. They learn exceptionally well and as a result acquire knowledge quickly and in depth, including in the sixth form and areas of learning in the Early Years Foundation Stage. They develop and apply a wide range of skills to great effect, including reading, writing, communication and mathematical skills that will ensure they are exceptionally well prepared for the next stage in their education, training or employment. The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages for all pupils with many above average. In exceptional</p>	<p>Pupils show exceptional independence; they are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and in working constructively with others.</p> <p>They show significant levels of originality, imagination or creativity in their understanding and skills within RE.</p> <p>They apply a wide range of higher level skills to their studies including analysis, interpretation, evaluation and reflection as appropriate to their age and ability.</p> <p>They develop a sense of passion and commitment to RE.</p> <p>Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.</p>
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<p>circumstances, where standards of attainment of any group of pupils are below those of all pupils nationally, the gap is closing dramatically over a period of time.</p>	
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When broken down, as in the example on the right-hand side, we begin to see the criteria that should inform our planning across a sequence of lessons or a topic and, from these, the essential questions we need to ask ourselves as teachers. ‘How *do* I get my students to ask deep, meaningful questions? Do I give them sufficient opportunities to carry out their own investigations? What tasks encourage them to use their imagination or be creative and in addition develop their skills of analysis and reflection, how will I lead them to share my passion for the subject?’ Please do take the time become familiar with the guidance and use it to support your planning and teaching.

Teachers have a powerful influence over a student’s perception of his or her ability. Although we have no control over the messages that children receive from their parents and friends, everything that teachers do and say in the classroom will challenge or reinforce a child’s belief about his or her ability to learn.

Think back to the best teacher you had as a child.

Almost certainly he or she:

- made you feel special
- treated you with respect
- took an interest in you as an individual
- convinced you that he or she believed in your ability
- conveyed a genuine sense of enjoyment and enthusiasm
- made lessons interesting and learning fun.

In other words, the teacher managed to exert a positive influence on your motivation and self-esteem.

How did he or she manage to do this?

What did he or she do that the others didn’t?

Quite probably, it wasn’t much. But it was highly significant.

Learning Barriers

Educationalist Georgi Lozanov says there are three main barriers to learning: the *critical-logical* barrier (“School isn’t easy, so how can learning be fun and easy?”), the *intuitive-emotional* barrier (“I’m not very clever, so I won’t be able to do that”), and the *critical-moral* barrier (“Studying is quite hard work, so I’ll keep my head down and avoid it as much as I can”). If we, as teachers, try to understand where a student is coming from, this will help us to gain a better rapport and, by stepping into their world, we may be able to break down resistance to learning quickly and smoothly. In terms of learning barriers, how well do we know our students?

A Good Idea

Have about five subject/topic based questions on the screen as students arrive to your lesson. The questions should be mixed up in varying levels of difficulty. The students are asked to select the question which they feel is the most difficult to answer and in pairs explain to their partner why they feel it is the most difficult. The students then write down the questions starting with the hardest first through the one they consider to be the easiest. In the next part of the lesson, the students could be asked to answer the questions. Apart from making students think and also generating discussion about a topic, the task provides the teacher with some more evidence about what their students understand.

What is the learner's approach to learning?

Learners vary in their beliefs about success, their goal orientation in learning, and their responses to difficult tasks.

A positive pattern: "learning orientation"	A negative pattern: "performance orientation"
<ul style="list-style-type: none"> • Belief that effort leads to success • Belief in one's ability to improve and learn • Preference for challenging tasks • Personal satisfaction from success at difficult tasks • Problem-solving and self-instructions when engaged in tasks 	<ul style="list-style-type: none"> • Belief that ability leads to success • Concern to be judged as able, to perform • Satisfaction from doing better than others • Emphasis on competition public evaluation • Helplessness: evaluate self negatively when task is difficult
Concern for improving one's competence	Concern for proving one's competence

As teachers, we must ask ourselves, what type of learning do we promote through our words and actions? Do we reinforce negative learning patterns or promote and celebrate positive patterns?

Less is often more

Many of us would admit that we still tend to talk too much in lessons, often in a way that we are not conscious of at the time. Talking too much can take the form of over-explaining what to do, repeating instructions in the belief that unless we do, the students won't understand what they have to do and we will have to spend quite some time going over things again or simply talking out loud instead of quietly to just one student.

The teacher's voice is an important piece of the teaching puzzle, but it's not the key to student learning. When the balance tips too much in the direction of the teacher's voice, it can actually hinder student learning, by diminishing space for students to think, comprehend, solve problems, collaborate with one another, and find their own ways and words to express their thoughts.

The ideal balance of teacher vs. student voice in a classroom, where students are actively engaged probably includes far less teacher talk than our natural inclinations might suggest.

How often do we think about where in the lesson we will talk to the whole class, or walk around the room answering a question out loud when it only applies to the one student who asked the question (often done in the hope that others will hear and not keep asking the same question)? When students ask questions during whole-class teaching time, ask yourself, "Is this a question I need to answer or can I ask a student to answer it? Is this a question that the whole class needs the answer to right now, or can I follow up with this student individually?"

It is important that we monitor our talking time during the teaching period. We may need to choose our words carefully and learn to be short-winded. Less is often more. When a student makes an interesting comment during discussions, instead of jumping to respond to or evaluate it yourself, try asking, "What do the rest of you think?" If you pose a question and get silence in response, apply "wait time." Do not give in to the temptation to discuss your own thoughts. Give students time to think and let them act on that same temptation you feel. In our attempt to promote independent learning and thinking, we must try to recognise when we have talked too much, or rambled on unnecessarily.

THE BIG FOUR

Last year, we were very fortunate to work with Mark Burns, a leading trainer with Osiris Educational Consultants. Mark worked directly with a number of Curriculum Leaders focussing on the delivery of outstanding lessons (no doubt your Curriculum Leader will have passed on practical ideas for you to use in the classroom).

During training sessions, Mark often referred to 'The Big Four', these being the four key elements that are always seen in outstanding lessons. The Big Four include:

Feedback – this helps students to understand where they are at and what they must do next in order to make progress.

Autonomy – less teacher talk time (remember the 30:70 rule), allow students time to think for themselves, consolidate, extend and deepen their understanding.

Challenge – without challenge there can be no progress; challenge needs to be differentiated to stretch all students.

Engagement – without engagement nothing else is possible. Engagement is characterised by *flow* – that sense of being absorbed by what you are doing.

Mark, and co-author Andy Griffiths, has just published a book called *Engaging Learners* which goes into a lot more detail about the Big Four. The book offers an excellent balance between research and practical teaching tips; it suggests many ideas about outstanding teaching and explains why they work.

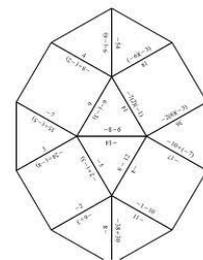
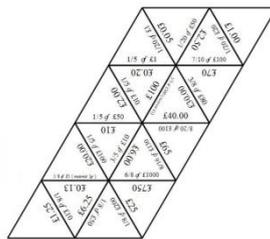
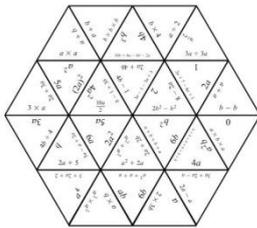
Tarsia

A Tarsia puzzle is an effective way of getting students to match up answers to questions. The resource is particularly useful as preparation for tests or for examination revision. Quite often Tarsias have been used by Maths Departments but they are equally valuable in all subjects where students have to prepare for short answer responses.



In this example, the teacher has matched up questions and answers on adjoining sides of a triangle. The triangles are cut up and mixed up and the students have to reassemble them in the correct order. The whole frame can be as big as you want it to be (a couple of examples are shown below). A couple of willing volunteers would certainly help to cut up the triangle for you (Tips: a) produce each Tarsia on different coloured paper to avoid problems should some of the triangles from two or more Tarsias getting mixed up, b) do have the Tarsia laminated for prolonged life).

You can download a free Tarsia programme at www.mmlsoft.com. The programme makes the Tarsia for you as you put in the questions and answers (you will have to take the option 2 – *Continue to this website* – when downloading the software).



Language Hierarchy

'Describe and explain' often features as a way of getting students to look at an issue; they are asked to say what they can see and then move on to offer reasons or explanations for what they see. Using a simple language hierarchy a slightly different learning path can be followed.

Starting with the descriptive, move on to reflective and finally to speculative i.e.

Descriptive

List five ways in which people affect the environment.



Reflective

Take one of those five ways and say what are the good effects and bad effects that people have.



Speculative

What could be done to change people's behaviour or attitude to that aspect of the environment?

Take away the 'Science' nature of the topic and substitute one from our own subject to promote deeper learning.

Top Tips for Working with EAL Students

Just as all English-speaking pupils have their own individual learning needs, so too do EAL (English as an Additional Language) pupils. It's crucial that you remember that the fluency of EAL pupils in speaking, reading and writing English does not necessarily reflect their cognitive ability. Be very careful not to create a 'one size fits all' model of provision for these pupils. Having said this, there are certain generalized principles involved in the teaching of EAL pupils.

- Make sure that you carry out some basic research into the cultural and personal backgrounds of the EAL pupils in your classes.
- Ensure that these pupils are comfortable in the classroom. Have them seated in front of you so that they can easily [access](#) pictures and texts and where it is easier for you to make regular eye contact with them.
- Ensure that you start each lesson by explaining the key vocabulary being used. Make sure you provide your EAL pupils with a visual version of the glossary of terms to put into their books.
- As far as possible, allow each EAL pupil to sit next to a reliable pupil who can act as a translator.
- Identify any cultural content that may be unfamiliar to your EAL pupils and be prepared to explain this, perhaps drawing parallels with other cultures.
- Make sure that you repeat and summarize [instructions](#) and requests, but be very careful not to vary your language too much when you repeat yourself as this might result in the pupil spending unnecessary time working out if there are any differences between the two messages. Moderate your speed of delivery to meet the needs of these pupils.
- Wherever possible give practical demonstrations to your EAL pupils. Supporting your words with actions is a highly effective way of conveying a message to them. However, you do need to be highly sensitive to the fact that body language and gestures vary in meaning between cultures. In many cultures children are taught to avoid making eye contact with their elders. A thumbs up gesture in Britain, for example, symbolizes encouragement. In Bangladesh it is the equivalent of the two-finger sign.
- If you are a [teacher](#) of English, use dual textbooks where possible.
- If there is a bilingual teacher in the school who can help you, get them to produce worksheets in the pupil's own language.

- Do not over-correct the mistakes of your EAL pupils as this will soon cause them to become demotivated. Have a specific focus when assessing pupils' work and when setting targets.
- When you are [correcting](#) the written work of your EAL pupil, use the same colour as the pupil has used.
- Encourage risk-taking within [a safe](#) and secure environment. Create a can-do culture within the classroom and have high expectations of your EAL pupils. Expect them to succeed.
- When providing work for EAL pupils make sure that you differentiate. For example, single-word answers are acceptable from a pupil who is new to English but, with increasing experience, pupils must be encouraged to expand their answers and use full sentences.
- Find opportunities to use role play and drama.
- Make use of writing frames but only if pupils have had the opportunity to talk through their work prior to the written task.

It All Adds Up

What do you think these numbers refer to for each subject listed below?

- | | |
|---|--|
| ○ Art and Design 85 | ○ History 150 |
| ○ Biology 169 | ○ ICT 205 |
| ○ Business Studies 20 | ○ Maths 230 |
| ○ Chemistry 77 | ○ Media Studies 20 |
| ○ Citizenship 221 | ○ Music 57 |
| ○ Design and Technology 111 | ○ PSHE 285 |
| ○ Drama 54 | ○ Physical Education 123 |
| ○ English 338 | ○ Physics 95 |
| ○ French 11 | ○ Religious Education 65 |
| ○ Geography 153 | ○ Spanish 11 |
| ○ Health and Social Care 1 | |

Put your answer on the slip below and hand it in to the secretariat before next Friday when the answer will be revealed. There will be a prize for the correct answer (drawn if more than one) and also a prize for the funniest response.

Bloom's Taxonomy Teacher Planning Kit

Please see attached 'Bloom's Taxonomy Teacher Planning Kit'. The questions raised beneath each level of the taxonomy are particularly useful when setting lesson objectives and also to ask to students directly when moving them towards a deeper understanding of a topic. Thanks to Neil Watkins for this.

P.S. The answer to last week's conundrum was - the figures next to each subject indicated the number of videos currently available on the TES website for those subjects. Do have a look at this bank of excellent resources. There was no clear winner so there will be a prize roll-over next time.

Lesson observations

The points below have been distilled from the lesson observations undertaken since September. The points offer a very good guide to the elements that have contributed to lessons being judged as good and outstanding.

Outstanding

Students actively engaged throughout lesson
 Students wanted to try more difficult questions
 Problem solving
 Teacher goes through nuances thoroughly
 Students build upon prior knowledge
 Students approached work confidently
 Students able to 'picture' concept
 Clarity of explanation/instructions
 Differentiated support from teacher
 ICT used to support understanding of concepts
 Dealt with misunderstandings swiftly
 Kagan Sage & Scribe technique used effectively to deepen understanding
 Students given time to explore possible answers

Satisfactory

Pace of learning was slow at times
 Superficial level of questioning
 Little or no modelling
 Teacher-led activities
 Students aware of what, but not how to improve
 Little or no reference to prior learning
 Unproductive/time wasting activities such as writing out objectives
 Insufficient challenge / all students did the same work
 Other adult (LSA, ITE) not adequately briefed by teacher

Good

Good subject knowledge displayed by teacher
 Positive working atmosphere
 Objectives meaningful and clearly set
 Students use key terms competently
 Students enjoy the lesson
 Effective classroom/behaviour management
 Success criteria shared with students
 Use of I-pods
 Well established routines
 More able students supporting less able
 Students aware of how to improve
 Teacher knows the students well
 Decision making exercise
 Challenging work
 Teacher regularly checks students' understanding
 Dealt with misconceptions swiftly
 Teacher questions further rather than gives answers
 Relevant homework task
 Some independent work
 Group members have distinct roles
 Students given time to practice/develop skill
 Student-teacher relationships are good
 Effective use of 'thought showers'

Lesson Observations

To follow on from last week's item, here are some generic points that relate to the observations that have been carried out since September.

- Many lessons finished with a Q&A session (some students have this 4/5 times per day). We need to consider different ways to close lessons.
- More ICT based opportunities needed i.e. use of Youtube clips / demonstration software to help understanding of abstract concepts.
- Use follow-up questions to support deeper understanding.
- Sometimes it is more effective to simply tell students something (i.e. a key word or definition) rather than feel that you have to tease information out of them; the teacher can check understanding through follow up questions.
- Students need to be trained on how to peer assess and to be more critically analytical.

- When planning, teachers must consider how the activity, whatever it is, will help students to learn and make progress.
- Avoid time wasting activities such as simply writing out lesson objectives. Always consider the impact of an activity on the pace of the lesson.
- Give students time to practice, improve and deepen their understanding.
- Feel confident to allow students to get on with the task and even self-direct some activities independent of the teacher (in other words, leading their own learning).
- Learning about learning has its place in lessons and will help students to understand effective learning strategies, but this should be used to enhance the lesson and not replace learning about the actual subject.
- Ensure that the 'other adult' (LSA, ITE student) is fully briefed in order to enhance what the teacher is doing.
- Seek advice from teachers from other disciplines regarding issues such as Literacy (English Dept), role-play (Drama), hypothesis testing (Science) etc.

Alternatives to Q&A

Many lessons that have been observed recently have revealed a large amount of teacher-led, whole class Q&A goes on during lessons, especially at the end, during the plenary. The result is that a typical student may experience this type of activity four or five times per day (20+ times during a week).

THERE IS NOTHING WRONG WITH Q&A, but for the sake of variety and student engagement we should consider trying some different ways to finish a lesson that still allows students to demonstrate their understanding and appreciation of the important aspects of the lesson.

- Using post-it notes, write down the most interesting thing you heard during the lesson. Stick them to the wall – find one that you like and ask the person who wrote it to say why they found so interesting.
- Write down the three key points that you would want to share with a friend who had missed the lesson.
- Send a text message of no more than 25 words to summarise what the lesson was all about.
- Write down two questions that you would like to find the answers to in the next lesson.
- Present a 'one minute act' or 'freeze frame' that encapsulates the essence of the lesson – explain your thinking to the rest of the class.
- Choose one key word that you have learned and explain why you thought it was the most important one in the lesson.
- Use some Lego or Plasticine to represent an abstract concept – briefly explain your ideas to the rest of the group.
- Write out three quiz questions, based on the lesson, which will be used during a class quiz at the start of the next lesson (you must also include the answer).

All of the above allow students to demonstrate what they know and understand. What do you do that's a little different? Why not e-mail in suggestions?

What helps students to do well at Key Stage 3?

Research shows that enjoyment of school and positive attitudes to learning are the optimum predictors of good progress and attainment at KS3.

The final report of the Effective Pre-school, Primary and Secondary Education 3–14 Project (EPPSE 3–14) (published in 2012) makes two main points:

1. The more students enjoy secondary school, the better they do.
2. Certain factors are associated with students' academic success at secondary school, chiefly: a pervasive emphasis on learning; the expectation and promotion of good behaviour; and teachers who value, respect and support their students.

It is heartening to have confirmation that you give your students the best chances of succeeding in examinations, and in everything else, by concentrating on enabling them to enjoy their time at school and to feel that what you offer is both worth striving for and within their reach.

How mind-set influences attainment and progress

Making a good primary-to-secondary transition helps your students settle in and get on, but even more significant is that they come to enjoy their time at their new school, and the sooner the better. The students in research, who reported that they ‘enjoyed school,’ had better attainment than their peers who did not. This was in contrast to findings during primary school where ‘enjoyment of school’ was not related to academic attainment. So it seems that, as students approach and enter adolescence, they are more strongly affected by how they feel about what is on offer.

Setting the tone

Difficulties and mistakes are to be welcomed and should be used to fuel determination to succeed

We must set the tone when to show we expect good things of our students especially when we challenge them to do their best. Difficulties and mistakes are to be welcomed and should be used to fuel determination to succeed. We can help by presenting ourselves as learners: confidently fallible, uncertain sometimes, and ready to listen to criticism and advice. You can deliberately focus your positive feedback and rewards on trying hard, on helping yourself and helping others, and on becoming resilient and resourceful. You can show that you see ability as something not innate or fixed but open to development.

Putting the emphasis on the individual.

Students most appreciate being treated as individuals. The more we can arrange to speak personally with students, the better their frame of mind and the better their progress

Better attainment and progress across Key Stage 3 were found in schools where students said there was a strong ‘emphasis on learning’ allied to a positive ‘behaviour climate’. The National Foundation for Educational Research has consistently shown that students most appreciate being treated as individuals. The more we can arrange to speak personally with students, the better their frame of mind and the better their progress.

Emphasising learning is very different from encouraging students merely to be compliant or to want good marks. Outstanding schools focus relentlessly on enabling students to learn new things and strive to achieve their best.

Research found that students made more academic progress across Key Stage 3 where they reported having positive ‘teacher support’ and felt they were valued and respected by teachers. These factors also predicted improvements in social-behavioural outcomes, although the effects were smaller than for academic outcomes.

There is nothing soft or comfortable about this. It comes from a combination of genuine and thought-through regard, care and empathy for young people. It requires clear, agreed classroom policies about

responding to poor behaviour. It means modelling constructive attitudes, speech and action. Taking such measures enhances students' self-belief and ultimately their chances of reaching their full potential.

Just a Thought

What might be different in our lesson planning and/or delivery if we were approach lessons with the following three beliefs in mind?

1. We often underestimate the capabilities of our students.
2. Every student wants to succeed.
3. We get what we expect.

How might engagement and relationships change if we were to make a conscience effort to address these beliefs with our students? It's worth thinking about!

Non-negotiables

According to recent research, the biggest single variable (30%) that explains within-school variation is the teacher. Teaching strategies, professional characteristics and the climate within classrooms are key elements of variation within schools. Achieving consistency means eliminating variation and that in turn involves identifying 'non-negotiables' in classrooms. Non-negotiables include Behaviour for Learning, teachers with high expectations of all students and learning activities that challenge students and have a clear purpose.

In the next joint departmental meeting (4th March), we should discuss how we as teachers promote each of these elements in our everyday teaching.

BOYS @ NOTRE DAME

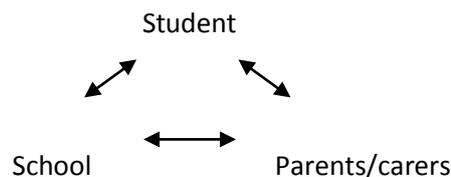
There will be a more formal follow-up to the 'Boys at Notre Dame' Inset (Monday 25th Feb.), but here are some initial response from staff regarding boys' education in the college.

- There is a positive 'buzz' (atmosphere) when the boys are in lessons
- Boys seem more inclined to move around the classroom
- Initially boys seemed to draw teachers' attention away from the girls and they tended to dominate in lessons
- The girls seem livelier when the boys are present
- We do notice boys more in class, but only because they are new!
- Boys generally prefer to talk about the work rather than write it down – extended writing is poor
- As always, intuitive behaviour management works best

- Boys have responded well to kinaesthetic tasks – they like doing, moving, making, and investigating
- Competitive nature rubbing off on girls
- Techniques that worked with the girls work equally well with the boys

These points are offered as food for thought, especially for those colleagues who have not yet taught boys here at the college.

Triangulation



Successful, young professionals often cite ‘family support’ as having been a key factor during their time at school. Parents/carers may or may not feel that they have benefitted from education/training but they do understand the value of it and will, in most cases, try to support their child financially and /or emotionally through the trials and tribulations of demanding courses and school life in general. Ask yourself this question, ‘Is there any more that I, or the department, can do to engage with parents/carers on a more day-to-day basis?’ On worksheets, is there a space in which parents/carers can either add a comment or even add to their thoughts to a piece of work? Could you occasionally set a simple task that only family members/carers have to complete? If students are compiling lists, ask that two items come from the adults at home. In a practical based subject such as Art, Drama or PE, students could ask parents to complete a piece of artwork, learn a piece from play or try out a new skill and mark their efforts. Set a brain-teaser related to your subject that the students try out on the parent/carer; here is a Maths example – The student goes home and asks **what item is being bought** if, 1 costs 40p, 20 costs 80p and 150 costs £1.20.

Informal, fun-based activities may just increase parental engagement and strengthen the triangle of support.

Answer to the brain-teaser, next week.

Edmodo

The following staff met this morning to look at a new style learning platform: Elaine Brennan, Louise Murtha, Patrick Kearney, Liz Pope, Roz Cummings, Chris Carson, Alison Cavanagh, Kathryn Sweeney, Alison Chappell, Emma Callaghan, Jenny Helsby, Anna Kane, Michelle Tsai, and Barbara Kirby, led by Andy Rannard. All have said that they would be happy to share what they have discovered so far.

Anyone can access the Edmodo site through Google, select 'I am a teacher' and register using your e-mail address and your own password.

If you do register, go to the home page, click-on 'join group' and enter the code 2dqx58 to enter the Staff Training group.

Think Deeper

As we go about preparing for lessons, it is essential that we consider how we can promote deeper learning throughout the lesson. Activities such as Q&A, recording observations, making lists and comprehension based tasks (common in most lessons) demand a minimal amount of thinking and therefore we should look at these as being not an end in themselves, but the basis upon which the deeper learning takes place.

To engage in deeper learning, students need to start making connections, consider things that are not immediately obvious, draw conclusions, evaluate/prioritise or represent information in a different way. These deeper learning tasks stretch and challenge students and give them the opportunity to be creative, apply knowledge and become more immersed in a task.

As it is very difficult to exemplify deeper learning tasks for all subject areas, it may be easier for each of us to list the activities/tasks that we will ask a class to undertake in a lesson and next to each activity write down how it could then progress to one that makes students think at a deeper level.

TED Lectures

TED (Technology, Entertainment, Design) lectures have been delivered over the past twenty years. Under the umbrella heading of 'Ideas Worth Spreading', the lectures feature leading thinkers from many disciplines including Education, Science, Health, Art & Design and Technology to name a few. Most lectures last about 20 minutes and give a cutting-edge, global perspective on, well, ideas worth spreading.

Here is just a tiny sample of what is on offer under the education section:

ICT: Gaming to Re-engage Boys in Learning, **Business:** What We Can Learn from Spaghetti Sauce, **Health:** How to Live to be 100+, **RE:** Faith, Technology & Human Shortcomings, **Science:** Squishy Circuits, A Plant's-eye View & How DNA was Discovered, **Geography;** Third World Myths & 15 ways to Avert a Climate Crisis, **Maths:** Mathemagic, **D&T:** School Lunches.

Sir Ken Robinson has not only delivered lectures through TED, but highly recommends that they are used as a resource. You may find the lectures useful on a personal level and also to share with older students, either in lessons or as part of homework assignments. The lectures can be Googled or found through Youtube. During the last collaborative department meetings, staff were asked to consider how they plan for deeper learning and also how they create opportunities for deeper learning during lessons. This afternoon you will find a help sheet from the Teacher Planner Kit in your pigeon-hole. The information on the sheet provides a very useful guide to consult at the lesson planning stage; there are key words to consider, and ideas for tasks that student might undertake. The guide will also be of use during lessons as it gives suggestions on the type of questions we can ask to develop deeper thinking and learning. You may wish to display guide in your teaching area or keep it in your planner for reference.